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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) basic writers in the community college; (2) the power inclusion model and the politics of voice in the teaching of composition; (3) lay and professional pressures on teachers of composition in American high schools from 1958 to 1978; (4) using sentence combining to improve the composition of mentally retarded students without formal grammar study; (5) the degree of student involvement in the writing process; (6) the teaching of writing in journalism; (7) design, discovery, and development in a freshman writing course; (8) interdisciplinary writing in university classes; (9) teacher training in the writing process and its effect on student writing performance; (10) audience-centered rhetoric; (11) the relationship between instruction in expressive writing and sixth grade students' achievement in language arts; and (12) current trends in teaching composition in selected Florida high schools. (FL)

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of the

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Abstracts of the following dissertations are included in this collection:

Akers, Deborah Sue
A FIFTH-GRADE NARRATIVE WRITING CURRICULUM: A COGNITIVE AND PSYCHOLINGUISTIC APPROACH

Ani, Umegbo Nwankwo
COMPOSITION INSTRUCTION PRACTICES IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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GETTING BY: BASIC WRITERS IN THE COMMUNITY COLLEGE

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DESIGN, DISCOVERY, AND DEVELOPMENT IN A FRESHMAN WRITING COURSE: A CASE STUDY

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NARRATIVE CHAINING, DISCOURSE CONFLICT, AND CONCEPTUAL STRAIN IN FRESHMEN WRITING AND SPEECH: A STUDY IN THE TEACHING AND LEARNING PROCESSES OF BASIC WRITING AND EXPOSITORY COMPOSITION

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Roberts, David Harrill
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A STUDY TO DETERMINE IF PLANNED WEEKLY INSTRUCTION IN EXPRESSIVE WRITING IN GRADE SIX IMPROVES PUPILS' LANGUAGE ARTS ACHIEVEMENT SCORES

Stallworth, Frances H.
CURRENT TRENDS IN TEACHING COMPOSITION IN SELECTED FLORIDA HIGH SCHOOLS: SUCCESSES AND FAILURES

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Woodard, Alice P.
COLLEGE FRESHMAN ENGLISH COMPOSITION, 1918-1972: OBJECTIVES AS STATED IN PERIODICAL LITERATURE

Wootten, Judith Ann
AUDIENCE-CENTERED RHETORIC: THE PROFESSIONAL NEWSPAPER JOURNALIST AND THE FRESHMAN COMPOSITION STUDENT

A FIFTH GRADE NARRATIVE WRITING CURRICULUM: A COGNITIVE AND PSYCHOLINGUISTIC APPROACH

Order No. DA8220651

AKERS, DEBORAH SUE, ED.D. *Virginia Polytechnic Institute and State University*, 1982. 256pp.

The purpose of this study was to develop a theoretically-based writing curriculum for fifth-grade students that incorporated research related to writing instruction. Cognitive developmental and psycholinguistic theories were used as the theoretical foundation for the curriculum. The study utilized a unique curriculum development format which included the presentation of the theories and research; the derivation of learning and instructional principles, and the development of an instructional model. The curriculum was then developed using the instructional model, and finally, the curriculum was analyzed according to the theoretical foundation.

Six learning principles were derived from the theoretical review. These principles addressed how children learn and how children learn language. Seven instructional principles were derived from the writing instruction research. The instructional principle and the learning principles were used to formulate an instructional model for the curriculum. The rationale for the model, the rationale for the content of the curriculum, the procedures for selecting materials, and, the procedures for developing an evaluation component for the curriculum were also explained.

The fifth-grade curriculum included the following five units: (1) Plot; (2) Setting; (3) Point of View; (4) Character; and (5) Style. Each of the units contained an overview, objectives, the instructional model, evaluation suggestions, and a list of materials. The curriculum was designed to be complete and ready for classroom use.

The curriculum was analyzed to see if it reflected the theoretical base. The learning principles, the instructional principles, and the composing process were reviewed and analysis criteria established. The units of the curriculum were analyzed according to this criteria. And the results of the analysis indicated that the curriculum did reflect the theoretical foundation. Conclusions and curriculum development and research possibilities were discussed. The need to field test the curriculum, to use a review panel in the analysis, to develop writing curricula for other grades and areas, and to compare this curriculum to other approaches to writing were identified.

COMPOSITION INSTRUCTION PRACTICES IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

Order No. DA8218143

ANI, UMEGBO NWANKWO, PH.D. *University of Pittsburgh*, 1982. 244pp. Adviser: Dr. H. W. Sartain

The purposes of this study were to investigate differences between rural and urban teachers and between fully prepared and inadequately prepared teachers in respect to these aspects of composition instruction: writing assignments; prewriting; motivation beyond prewriting; writing; revising/editing; evaluation; and utilization of the written communication products.

A random sample of 65 secondary schools in the 55 local government areas was drawn, excluding a few schools in quite inaccessible locations. Out of the 250 nine-page questionnaires given to the teachers of English classes, 175 were returned and analyzed. Major findings were: (1) 61% had the bachelor's degree or better, while 39% had no degree; (2) approximately 70% of all teachers taught 100 to over 150 students weekly, with urban teachers having significantly more students than rural. (3) Half of the teachers of English had taken no college courses in teaching composition; (4) teachers felt least prepared to teach composition, although 19% reported composition as their best area of preparation; (5) 56% said evaluating composition was the hardest task they faced when teaching writing. (6) Over 50% of all teachers reported they rarely engaged in these revising/editing practices: requiring a second or final draft of each student's work, reading the first draft and making suggestions, evaluating the first draft before revising, asking students to read their writing aloud, holding conferences with individuals, having students evaluate their drafts by specified guidelines, using student committees for peer evaluation, and teaching a skill needed to improve the final draft. (7) Teacher groups were similar in most teaching practices, but (8) the urban teachers submitted students' writing to school publications, more than rural teachers, who had students present their writing during assemblies more. (9) Degreed teachers used sentence construction and combining; others used more traditional storytelling and observational experiences.

GETTING BY: BASIC WRITERS IN THE COMMUNITY COLLEGE

Order No. DA8216425

BERTCH, JULIE RICE, PH.D. *Arizona State University*, 1982. 338pp.

The purpose of this study was to examine what "school" writing entails for the basic writer in the community college. As the primary focus of the work, case studies of the writing processes of four students assigned to a "remedial" writing course were undertaken. With a cognitive-process model of writing as the theoretical base, the study used protocol-analysis methods in a laboratory setting to gather information about individual students. Also, ethnographic techniques were used to provide a secondary, complementary data base that added contextual information about the students and their writing.

This study explored the particular subprocesses that formed the writing systems of these students, including their perceptions of their writing and what they say about its use. The findings show that basic writers have well developed, formulaic systems that allow them to respond to the writing demands of their environment but that may restrict further growth in writing. Also, the ongoing problems they experience both in process and performance appear to be related to (a) their characteristic ways of defining their tasks and constructing their responses in minimal terms, (b) their habits of only selectively attending to classroom instruction, and (c) the assumptions upon which that instruction is based--suggesting that basic writers' patterns of underachievement are likely to persist.

Among the implications for instruction, the study suggests that basic writers are less likely to benefit from explanations than from activities that require them to choose among given options, to practice writing strategies, to manipulate structures, to evaluate the text they have already produced, to revise in alternate forms, and above all, to actively and consciously generate text.

PAPER RAPPIN': THE POWER INCLUSION MODEL AND THE POLITICS OF VOICE IN THE TEACHING OF COMPOSITION

Order No. DA8214948

BROWN, PHILIP ERSKINE, A.D. *The University of Michigan*, 1982. 308pp. Chairman: Alan Howes

This dissertation investigates the coercive prescriptions of exclusionary "deficit" and "difference" models that have threatened the dignity of ethnic membership and the authenticity of non-mainstream voices in writing classes. To remedy the failure of traditional models, this work presents a theoretical framework and practical application, the Power Inclusion Model (PIM). PIM affirms ethnic voices and bidialectalism in American education. A sociopolitical theory, PIM advocates equal participation in the nation's distribution of power, resources and prestige among Americans. It promotes biculturalism, including voice extension for purposes of audience, intention and practicality. It affirms democratic ethnic pluralism in schools.

In writing classes, PIM is English Composition in the Black (ECB), tapping students' oral abilities and allowing learners to voice in native registers. For three hours once a week, the *Umoja* Circle, instructor and students, seated in a tight circle, study writers' high level concerns: image, unity, organization, development, audience, and modes of telling. Pedagogical strategies are based on black modes of discourse--for instance, Call-and-Response, Testifying, Rapping. Supportive home-base groups serve as editorial teams offering feedback. For one hour on another day, the circle discusses low level concerns--for example, differences between Mainstream English and Black English.

A bicultural text especially created for ECB, *Paper Rappin'* treats writers' high level concerns and presents tellings by students and professionals in various modes.

PIM sensitizes students to the Politics of Voice, the code of print, and the functional primacy of Mainstream English. PIM is not a cure-all. It is only a new beginning.

NATIONAL LANGUAGE POLICY AND THE WRITING CURRICULUM IN INDONESIA: A CASE STUDY

Order No. DA8218455

DIAH, M., PH.D. *University of Illinois at Urbana-Champaign*, 1982. 222pp. Adviser: Professor Alan C. Purves

The purpose of the study is to provide a profile of the teaching of written composition in Indonesian secondary schools, as a background for future explanation of students' achievement on tests of written composition.

The first chapter delineates the kind of background information that a national profile should include. The review of related literature in comparative education and in the policies of education and of languages suggests that three contexts--national system of education, national language policy, and writing curriculum--are the most relevant topics.

The second chapter describes the history of the people and of the national language upon which an understanding about the three types of contextual information is to be built.

Chapters three, four and five, based on printed sources as well as a series of interviews with thirteen experts in Indonesia, address themselves to issues concerning the three contexts. They contain both description and analysis. Among the important aspects of language policy discussed are: (1) the use of Bahasa Indonesia, which originated from Malay, and became the national language by statute seems to be the most important force that binds the people; (2) European influence on Indonesian literature was introduced in 1933 by many including Sutan Takdir Alisyahbana and affected the development of Indonesian literature; and (3) that no media in languages other than Bahasa Indonesia are to be maintained for official communication has prevented strong competing languages. Education is based on nationalism and democracy. It is mass-oriented, predominantly secular, maintained by public and private institutions, and centralized. Since independence it has been accorded high value. However, neither the teaching profession in general nor professional writers are yet accorded high status. During the last thirty years, curricula and/or general teaching practices were subject-centered. Starting in 1974 a child-centered curriculum, based on a competency model, has been implemented. The intended writing curriculum presupposes a national style, is generally centered in language classes, and uses a variety of criteria to measure achievement.

The concluding chapter suggested that in order to improve the teaching of writing various studies, including classroom-based experiments, be conducted.

LAY AND PROFESSIONAL PRESSURES ON TEACHERS OF COMPOSITION IN HIGH SCHOOLS, 1958-1978

Order No. DA8214996

GORDON, ANARUTH, PH.D. *The University of Michigan*, 1982. 144pp. Co-Chairmen: Claude A. Eggertsen, Herbert J. Eibler

This study examined the contention that although changes in the teaching of composition in high schools have traditionally taken place as a result of pressures within the profession, the increased attention to writing instruction in the mid-seventies stemmed for the most part from pressures external to the profession: the public and the media. To accomplish this, 215 ERIC documents and professional articles written during the period 1958-1978 were examined. The reasons given by English teachers for preferring certain curricula and methods were categorized and counted. If the premise were true, one would expect to find little evidence of teacher response to lay pressure at the beginning of the 21-year period and a significantly greater response in 1975 or 1976 and subsequent years as the back-to-basics movement gained momentum.

Chi-square analysis of the frequency distribution of internal and external reasons by three-year periods revealed that English teachers were most often influenced by professional considerations throughout these two decades. However, lay influences were more important during 1967-1975 than they were during 1958-1966 and 1976-1978.

During the 21-year period teachers seemed to be relying most heavily on their own professional judgment of students' needs. A study of the individual articles indicated a concern for the creation of composition programs to correct what teachers perceived as poor student performance. The recommended methods included teaching grammar and sentence structure, emphasizing various forms of expository writing, writing according to formulas, using models, and encouraging students to write creatively. The methodology and curricula preferred by teachers seemed to reflect the social, political, and economic climate in the United States at different times during 1958-1978.

Both the statistical procedures and the examination of teachers' recommended methods indicate that although lay concerns have had more influence at some times than at others, professional concerns were uppermost in determining the content of composition curricula during the years 1958-1978.

SENTENCE COMBINING: IMPROVING THE COMPOSITION OF MENTALLY RETARDED STUDENTS WITHOUT FORMAL GRAMMAR STUDY

Order No. DA8217754

HAVILAND, JOSEPH ERNEST, ED.D. *Temple University*, 1982. 132pp. Major Adviser: Dr. Donald Knapp

This study attempted first to ascertain whether mentally retarded students of secondary age through grammar-free practice in sentence combining would write compositions which were syntactically different from those written by mentally retarded students of secondary school age who were not exposed to such sentence combining practice.

A DATA BASED PEDAGOGY OF RHETORIC FOR LOWER-DIVISION TECHNICAL WRITING

Order No. DA8224085

HENSON, DAROLD LEIGH, D.A. *Illinois State University*, 1982. 239pp.

This research was concerned with developing a foundation of knowledge for planning instruction in technical writing courses for undergraduates in various kinds of institutions: the community college, the technical institute, the four-year college, and the multi-purpose university. An analysis of the literature on the pedagogy of technical writing and pertinent developments in rhetoric produced two questionnaires for faculty concerned with the teaching of technical writing, either as teachers of technical writing or as teachers in scientific and technological subjects for whose students such a course is primarily taught.

The following conclusions have been inferred from the outcomes of the data analysis. (1) Although presently offered in all types of institutions surveyed, technical writing courses for undergraduates are more commonly found in the community college and the technical institute. (2) Teachers of technical writing who responded to the survey generally felt that lower-division technical writing should prepare students for occupational writing. This belief was, however, stronger in the community college and the technical institute than in the four-year college and the multi-purpose university. (3) The types of content in rank order based on composite ratings of all technical writing teachers responding to the survey may be viewed as core content in determining writing exercises of lower-division technical writing courses for various instructional aims and types of institutions. (4) Students in lower-division technical writing need to develop a working knowledge of rhetoric. (5) Suggested subjects of composition indicate that for many of the types of content which might be used as a basis for writing exercises students could choose familiar subjects or research unfamiliar subjects. (6) An instrument was developed that can successfully use ratings by faculty in science and technology to identify the aspects of writing which are in need of instructional emphasis to improve writing skills.

DESIGNING A MASTER OF ARTS PROGRAM IN PROFESSIONAL WRITING FOR EMPLOYED ADULTS

Order No. DA8224897

ILFELD, ELLEN MARGARET, A.D. *The University of Michigan*, 1982. 280pp. Chairman: William R. Alexander

There is an increasing need in professional settings for individuals who are skilled communicators, yet there are fewer than twelve Master's level programs in technical or professional writing in the United States. None of these programs is designed for employed adults, who might like further training but can not afford to leave their jobs to return to the campus.

The Whitehead Center for Lifelong Learning, an external degree college of the University of Redlands in California, asked me to design an M.A. in professional writing, to be piloted in Southern California, starting in 1983.

This report documents my research into the field of professional writing, proposes a program design, and offers a resource guide for the faculty and administrators of the proposed program. It is designed to serve as a guide in establishing the M.A. program, and as a discussion of issues involved in planning curricula, for administrators at other schools who are seeking to establish similar programs.

The report includes discussion of: the needs of adult learners; existing M.A. and M.S. programs in professional writing; skills a communicator uses; teaching methodology; program and course design. It presents a thorough discussion of topics covered in the proposed courses, the relation of course structure to learning quality, and several sample syllabi. The Resource Guide includes listings of professional organizations, conferences, journals, and a broad-ranging bibliography of books and articles.

AN ETHNOGRAPHIC STUDY OF THE WRITING CONFERENCE: THE DEGREE OF STUDENT INVOLVEMENT IN THE WRITING PROCESS

Order No. DA8216050

JACOB, GREG PAUL, PH.D. *Indiana University of Pennsylvania*, 1982. 86pp. Chairman: Patrick Hartwell

Using an ethnographic methodology based on work in the field, and direct on-site observation, the investigator taped thirty-two writing conferences and closely observed the body language between instructor and student. The data gathering, which occurred over a five month period at Umpqua Community College, Roseburg, Oregon, raised three questions. (1) To what extent was the student involved in asking questions and making choices about form and content when in conference? For example, did the student explore his or her subject, making use of strategies of "invention" in order to have something to say? (2) What characterized the type of discourse? In "classroom" discourse the teacher monopolized the discussion, seeing his or her role as the arbiter of standards, a transmitter of skills; "in conversational" discourse the teacher shared ideas, and the student felt free to express whatever was on his or her mind. (3) What did body language reveal about the type of discourse and the roles played by the student and the teacher?

Results from the data showed that, in most instances, communication was unilateral, from instructor to student, that most instructors shaped and directed the conversation, that most students didn't mind the teacher dominance, in fact, they wanted it, and that the students' body language showed they had adopted a passive role. My data gathering revealed three conference models: (1) the prescriptive model, characterized by the teacher directing the conversation, giving direct advice on what the student was to do; (2) the unarticulated model, characterized by the teacher basing his or her comments upon an unspoken or abstract model of good writing, but failing to define or illustrate that model for the student; (3) the open-ended model, characterized by the teacher involving the student in the writing process by paraphrasing, listening and asking questions which call for more than a yes or no answer.

The writing conference can and does put two people in an active and cooperative learning environment, but the right interaction does not take place simply by the fact that instructor and student sit down on a one-to-one basis. The instructor must be willing to listen, the student willing to talk--and years of schooling and conditioning often prevent both teacher from listening and the student from talking.

THE TEACHING OF WRITING IN JOURNALISM: PRODUCT VS. PROCESS

Order No. DA8220207

JONES, DENNIS R., PH.D. *University of South Carolina*, 1982. 112pp.

How do you teach writing, especially to journalism majors? Two approaches to the teaching of writing appear to be in use. The first, product-approach, has been around for a long time, and is in vogue in journalism schools throughout the country. The second, process-approach, is new, but is being touted by writing composition theorists and practitioners as a better approach.

Product-approach instruction simply exposes students to what the final product of their writing should look and read like. Students are then asked to emulate good products. Process-approach teaching, on the other hand, states that the writing process begins with idea generation and ends with feedback from an audience. Students are taught to examine their process of writing. They then begin the process with prewriting and end it with a publishable story. The teaching is done by explaining and critiquing their processes.

Which of the two methods produces better writers was empirically tested through a one-semester course in basic journalistic writing at the University of South Carolina's College of Journalism. There were 12 sections of the course with each section having between 12 and 18 students enrolled. Six sections were taught by the product-approach and six by the process-approach. Approximately 175 students comprised the sample within the framework of a 1 x 2 design. Writing samples and a writing attitude assessment were completed by all subjects in the study prior to any instruction. The writing samples and attitude assessment were again completed upon completion of the course, approximately 13 weeks later.

Writing ability and grammar use were assessed by different measures--a creative story assignment based upon a picture of an event, and a news story assignment written from notes.

Results showed there was no significant difference between the two methods of instruction on any of the assessments. But more importantly, the study shows that the comparing of writing, or the assessing of writing ability is at best nebulous. The study suggests that more research be conducted, and that researchers must be extremely careful about controlling for confounding factors.

DESIGN, DISCOVERY, AND DEVELOPMENT IN A FRESHMAN WRITING COURSE: A CASE STUDY Order No. DA8222243

JONES, NANCY LYN, PH.D. *The University of Iowa*, 1982. 528pp. Supervisor: Professor Carl H. Klaus

This is a case study of a freshman writing course taught at Brookdale Community College in the fall of 1979. Borrowing from the methods of historical and anthropological research, the study uses many of the retrievable documents from the course to reconstruct it, to make inferences about its direction and design, and to describe its apparent influences on the students.

The study is divided into five parts. In Part A, the elements of a writing course are identified, a method is proposed for following their continuous interactions over the span of a course, and a model is provided for case studies of this kind. In Part B, instructional influences within the course are described and analyzed by examining the instructor's log of class sessions, the writing assignments, and the written comments on student writing. These together reveal the following course emphases: writing to aid thought and discover ideas; writing for various audiences; writing to develop a personal voice, attentiveness to details, and control over the conventions of edited American English.

In Part C, the portfolios of course writing from eight representative students are described and analyzed at length in light of these emphases and expectations. All these students are found to use writing as a means of invention. Most are found to become more adept at writing from a personal perspective, for different audiences. And four of the six who began the course having problems with mechanics are found to increase their control over the forms. Besides documenting instances of convergence between course design and developing writing abilities, the study also includes discussion of the individual directions taken by students in their writing.

Part D considers the responses of the students and the instructor to a three-part questionnaire. A high degree of agreement is found in the perceived emphases of the course. Further, all the students are seen to have indicated increased improvement in their writing abilities and increased understanding of writing as a result of the course.

In Part E, several observations are made about the eight student portfolios collectively, and about the highly-contextualized nature of the study as a whole. In closing, extensions of the study are proposed, and benefits and implications of such case study research are briefly discussed.

NARRATIVE CHAINING, DISCOURSE CONFLICT, AND CONCEPTUAL STRAIN IN FRESHMEN WRITING AND SPEECH: A STUDY IN THE TEACHING AND LEARNING PROCESSES OF BASIC WRITING AND EXPOSITORY COMPOSITION Order No. DA8223223

OWENS, PETER VANDYKE, ED.D. *Harvard University*, 1982. 270pp.

Narrative discourse in both speech and writing is a preferred language mode for college freshmen basic (remedial) writers. Narrative conflicts with exposition as a means of viewing experience and representing reality. It relies on a temporal ordering of events and resists compression of experience into conceptual frames or ideational units arranged in hierarchical levels of abstraction. College freshmen rely on narration and temporal ordering as a schema framework for ordering experience and knowledge. *Narrative chaining* is a free associating speech and writing process with its own system of logic which clashes with explicit, topic focused, hypothetical-deductive, and analytic processes of exposition. Freshmen writers attempt to impose narrative schema on expository tasks and are considered incompetent, skill deficient, and inconsiderate of audience. Such judgments vastly oversimplify the language skills of these inexperienced writers. More advanced freshmen writers regress in skill and are similarly downgraded when they experience *conceptual strain* in the face of writing and thinking tasks that stress their ability to locate meaning, theory, and pattern in experience. Each is downgraded when experience, events, and knowledge cannot be arranged into meaningful concepts, ideas, or themes.

Using narrative as a fundamental carrier of information, students can be helped to learn theory building and the development of evidence within a familiar language schema similar in many respects to journalism and reporting. Narrative schema can be blended with expository elements to build essays supported by authoritative sources and which make increasingly more explicit links between data and ideas until point of view and persuasive argument emerge in an essentially evidentiary process. This progression is built upon speech and language skills students bring to classrooms from their own experience. Data were collected from five writing classrooms in Massachusetts public two-year and four-year colleges. I used an ethnographic and sociolinguistic perspective to examine the problems of teaching writing to both remedial and mainstream freshmen. The purpose of the study is to help teachers and researchers understand the special difficulties in teaching freshmen composition and to suggest specific ways writing instructors can approach students and their essays more meaningfully, positively, and constructively.

INTERDISCIPLINARY WRITING: STUDENTS' PERCEPTIONS OF THE ROLE OF WRITING IN UNIVERSITY CLASSES Order No. DA8217450

PADGETT, SUZANNE COOK, PH.D. *The University of Arizona*, 1982. 108pp. Director: Margaret B. Fleming

This study provides a description of the writing done by Freshman English students in classes other than English at The University of Arizona. The study involved three aspects of observation and documentation of writing habits: a Questionnaire administered to 1,442 students, a Writing Checklist completed by twenty-three students over a one week period, and case study interviews of five students. All three aspects were considered in the findings for the following research questions: (1) What kinds of writing tasks are students doing in classes other than English? (2) How frequent are these tasks? (3) What quantities of writing are being done? (4) To what audiences are the students writing?

The population for the study is representative of the university. The task of *Taking notes* was the most frequently occurring by far. *Journals* and *Creative writing* were the least frequent, also by a wide margin. Students felt that teachers were more concerned with content than with presentation. Little in-class time was spent on pre-writing activities. The highest responses were to questions about students' values and attitudes concerning writing. More school writing seems to take place on Monday and Wednesday, with Friday the lowest week day work response. Little work in writing occurs on the weekend.

All three aspects point to similar conclusions: students are not writing very much, they are not writing in very many different modes, they are not getting very much guidance in their writing, and they are not getting very much affirmation for writing as a valid cognitive skill in the classroom. Some students are receiving some of these benefits, but the majority of university students are not.

Little research has been done on university students to determine how much and what kinds of writing they are doing in classes other than English. If our society continues to value writing as an important skill, universities must re-examine the role of writing in college classes. Without the process of discovery that occurs when writing, the student's education and cognitive growth are greatly limited. Writing is a valuable cognitive aid that must be used in all departments.

TEACHING STUDENTS TO REVISE AND PROOFREAD: AN EXPERIMENT WITH TECHNICAL WRITING STUDENTS

Order No. DA8224091

PAVLISIN, PEGGY IRENE, D.A. *Illinois State University*, 1982. 157pp.

This experimental study was concerned with determining the effectiveness of instruction which places emphasis upon revising and proofreading as recursive, discovery steps within the writing process. Specifically, the problem of interest was the effects of required revision and instruction in revising and proofreading techniques compared to the effects of no revision opportunities or direct instruction in revision and proofreading in an equivalent group of technical writing students in a community college.

Two measures were used to compare writing achievement of the two groups: holistic grading and analytical grading. Chi-square tests and two-way analysis of covariance were used to examine between-group differences.

Also of interest were the observable patterns of error which persisted within the experimental group in spite of extensive emphasis upon revision and proofreading. Revising and proofreading habits of both the revision and nonrevision groups were analyzed from a post-experiment questionnaire.

The findings of the study included no significant difference in the writing achievement of the revision group and the nonrevision group when measured on two holistically graded essay assignments and no significant difference between groups when measured analytically by an analysis of error frequency and frequency of the use of embedded structures in sentences. Analysis of five technical writing assignments from the revision group revealed that "A" and "B" students completed revisions in higher proportions than did average and below average students. Delaying of grades until after revision did not serve as a motivating influence for weaker students. The frequency of the two most prevalent types of errors (run-ons and punctuation and capitalization errors) decreased from the beginning to the end of the experiment, an effect attributed to personal error analysis, applied grammar instruction, and sentence combining instruction. The post-experiment questionnaire revealed no statistical difference between the revising and proofreading habits of the revision and nonrevision groups.

TEACHER TRAINING IN THE WRITING PROCESS AND ITS EFFECT ON STUDENT WRITING PERFORMANCE

Order No. DA8213173

PIAZZA, CAROLYN LOUISE, PH.D. *University of Pittsburgh*, 1981. 207pp.

The purpose of this study was to determine if teacher training in the writing process had an effect on student writing performance. Through Project WRITE, a federal program, funds were made available to provide 15 inservice workshops in written composition for 22 teachers in Allegheny County, Pittsburgh, Pennsylvania. At the conclusion of training, I conducted an experimental research study which specified an experimental group (students of Project WRITE teachers) and reference group (students of non-Project WRITE teachers) and involved approximately 600 students in grades 7 and 9-12. Students completed writing assignments during three specified testing periods: October, January, and May. Each testing period consisted of one impromptu essay (a two-day exam, *without* teacher intervention) and one researched essay (a five-day exam, *with* teacher intervention).

At the end of the study, the pre and post impromptu and researched essays of 300 students were independently read by three raters and assigned a general impression, primary trait explanatory, and error score based on a scale of 1-4. After papers were scored and interrater reliability was established, a separate three-way ANOVA with repeated measures was performed to determine overall differences in scores between E and R group students, pre- and post-tests, and impromptu and researched essays. Results showed no significant difference between the E and R groups across time or type of essay. A significant interaction revealed, however, that students made significant improvement across time on general impression scores for the impromptu essay.

In addition to testing and evaluating student writing performance, I analyzed surveys and questionnaires to determine if Project WRITE had an effect on teacher and student writing practices. Results showed that Project WRITE teachers did not implement the activities advocated during training.

Based on my observations as well as data results, I found that student writing performance did not significantly improve because the Project WRITE inservice program was inadequate for improving the instructional practices of teachers.

THE CONTEXT FOR WRITING: A DESCRIPTIVE STUDY OF ONE FAMILY-GROUPED, INFORMAL FIRST AND SECOND GRADE CLASSROOM. (VOLUMES I AND II)

Order No. DA8222159

PLATT, NANCY GAINES, PH.D. *The Ohio State University*, 1982. 631pp. Adviser: Professor Sharon E. Fox

The goal of this study was to explore relationships between the classroom context and the language used within it, writing in particular. The focus on context was derived from theory which proposed systematic relationships between context and language, and from studies of early language learning.

This qualitative study took place in a first and second grade informal classroom. The product was a proposed framework for looking at text, context, and meaning. Represented meaning was considered to be the child's text, whether written, oral, or nonverbal. Implied meaning was considered to reside in the context. Context was analyzed in terms of children's past, shared history, and present experience.

Context was also analyzed in terms of field, tenor, and mode (Halliday, 1974). Field of discourse described children's experience with content. Tenor of discourse described the nature of interpersonal relationships. Mode of discourse described the means available for representing meaning, both verbal and nonverbal, and the nature of constraints on these means.

The teacher modulated these three dimensions so that the context provided links to the familiar as well as impetus toward the new, and thus scaffolded children's learning.

The teacher's shaping of the context was characterized by clarity, which enabled children to abstract and then to approximate their own meanings. Thus, children's texts were considered approximations, whose meanings were completed by the context.

Significance of this study: If children's writing is sensitive to its context, then consideration of the nature of that context is important. Provision of shared experience supporting growth toward wider meanings might be the place for primary emphasis in planning for the development of writing.

Conclusions. Most women in this study demonstrated: (1) strong commitment to work, and (2) long-term benefits of the nontraditional skills-training program in which they had participated. This research pointed to the usefulness of a theoretical model in describing the training-to-work transition and the effectiveness of personal data in predicting employment outcomes.

INDIVIDUALIZED WRITING INSTRUCTION IN SOUTHERN WEST VIRGINIA COLLEGES: A STUDY OF THE ACQUISITION OF WRITING FLUENCY Order No. DA8224102

ROBERTS, DAVID HARRILL, PH.D. *Indiana University of Pennsylvania*, 1982. 143pp. Chairman: Pat Hartwell

Individualized writing instruction was compared with classroom writing instruction at Bluefield State College and Southern West Virginia Community College, as a preliminary model of cross-institutional research. The effects of individualized writing instruction and conventional classroom writing instruction were compared at three levels: basic writing and the two semesters of the freshman composition sequence at the two colleges. The effects of the two instructional modes on writing apprehension and on the students' concepts of the nature of writing process were also compared. Five null hypotheses were tested for significance at the .05 level of confidence to determine significant differences in the effects of the two modes of instruction. Of the 124 students in the study, 79 received individualized instruction and 45 received conventional classroom instruction.

Three of the null hypotheses concerned writing quality as measured by holistic scoring, forced-choice scoring, and T-unit length. The other null hypotheses concerned writing apprehension and the students' concepts of the nature of writing, as measured by a writing apprehension test and three questions to determine the level of the students' understanding of writing. Only one null hypothesis was rejected with 95% confidence. The classroom group wrote significantly longer T-units on the posttest writing sample ($p = .0276$). There were no other significant differences between the effects of the two modes of instruction.

Findings of earlier work on the relationship of essay length to holistic scoring (Nold & Freedman, 1977; S. Freedman, 1979; Grobe, 1981) are supported by the data of the present study. The value of holistic scoring in judging writing quality is questioned. A call for future research urges an increase in the number of naturalistic studies that do not rely on holistic scoring as the primary method of assessing writing quality.

Cross-institutional writing research is found to be a workable and effective means of studying writing and conducting surveys of writing apprehension levels across wide geographical areas, at a minimal cost. Recommendations for conducting further cross-institutional research include utilizing the six instruments developed by the CCCC Committee on Teaching and Its Evaluation in Composition (1982), a modification of the Daly and Miller writing apprehension survey (1975a), and a writing concept index.

COMPOSING AWARD WINNING IMAGINATIVE PROSE IN HIGH SCHOOL: A STUDY OF TEACHER ROLE AND STUDENT RESPONSE Order No. DA8226014

SEIDENBECKER, GEORGE FRANKLIN, PH.D. *Northwestern University*, 1982. 545pp. Director: Wallace W. Douglas

This dissertation studies the composing processes of high school students who have won publication in a state prose competition sponsored by the Illinois Association of Teachers of English. It also studies the techniques of their teachers.

Information about the cases of four published students is derived from interviews with the students, from interviews with their English teachers, and from questionnaires completed by their parents. Information about the techniques of seven teachers is derived from interviews with some of their students and from interviews with them in which they describe the cases of their thirty-one published students and their own development as teachers of imaginative prose.

The information is presented in five chapters. The first critically reviews two articles by teachers of published students and two published stories by their students. The second chapter examines the wide extension of the term *creativity* and defends the case study method. The third chapter presents case studies of four recently published students; these consist of brief accounts of the developments of the writers and longer accounts of the writers' composing their published works. The fourth chapter reviews similarities in the techniques for teaching creative writing used by the five teachers who have had the greatest number of students published from 1972 to 1981 and by two other teachers of published students. The final chapter describes the techniques for teaching creative writing used by the teacher with the greatest number of published students during the last ten years.

Among the findings about most of the students in this study are their parents support their writing, they are receptive to their own feelings and ideas, they enjoy writing imaginative or autobiographical stories more than exposition, they freely blend fact and fiction, and they write primarily for themselves. Among the findings about most of the teachers in this study are they use professional and, especially, student models; they space assignments to promote industry among students but to allow them time to think, to write, and to revise; they have open, autobiographical assignments; they do not assign letter grades often.

A STUDY TO DETERMINE IF PLANNED WEEKLY INSTRUCTION IN EXPRESSIVE WRITING IN GRADE SIX IMPROVES PUPILS' LANGUAGE ARTS ACHIEVEMENT SCORES Order No. DA8217798

SHUMAKER, CURTIS LEE, ED.D. *Temple University*, 1982. 180pp. Major Adviser: Dr. Eugene C. Abraham

This investigation was to determine if Expressive Writing instruction in grade six improved pupils' language arts skills. The treatment group consisted of sixty-three (63) pupils from the Sharon Hill Elementary School who were taught Expressive Writing by one teacher on a departmental basis three times a week. This program gave pupils a variety of writing activities for each month. The Comparison Class at the Darby Township Elementary School consisted of twenty (20) sixth grade pupils who were taught on a self-contained basis. The writing program was planned according to the textbook, *Macmillan English*.

In September, 1980 and the end of the study in May, 1981, pupils in both groups were administered the *Metropolitan Achievement Test* subsections of Word Knowledge, Reading, Language, and Spelling. Each pupil was evaluated by the teacher on *The Pupil Writing Skills Evaluation Scale* at the beginning and end of the program. This Writing Scale of twenty mechanical skills and ten creative skills was developed by the investigator. At the beginning of the study, each pupil wrote a composition on their "Favorite Television Program." This assignment was repeated at the end of the study. These compositions were evaluated by the district language arts supervisor using the Writing Scale.

A Pearson Correlation was performed among the gain scores from the four sections of the M.A.T. and the two sections of the Writing Scale. Significant correlations at the < .05 level were M.A.T. Word Knowledge--Writing Scale Mechanical, M.A.T. Spelling--Writing Scale Mechanical, M.A.T. Language--Writing Scale Mechanical, and M.A.T. Language--and Writing Scale Creative. The Pearson r was tested also within the gain scores of the M.A.T. and Writing Scale. Significant correlations at the < .05 level were M.A.T. Word Knowledge--Spelling, M.A.T. Word Knowledge--Reading, M.A.T. Reading--Language, M.A.T. Reading--Spelling, and Writing Scale Mechanical--Creative.

The investigation studied the effects of the post test criteria measured between the writing groups by an analysis of covariance performed via multiple regression techniques. It was found group membership in the Expressive Writing Program did make a significant difference in post test variances of the M.A.T. Word Knowledge--Reading--Language and Writing Scale Creative.

CURRENT TRENDS IN TEACHING COMPOSITION IN SELECTED FLORIDA HIGH SCHOOLS: SUCCESSES AND FAILURES

Order No. DA8214942

STALLWORTH, FRANCES H., PH.D. *The Florida State University*, 1982. 132pp. Major Professor: Dr. John Simmons

This study attempted to answer seven questions regarding how department heads in selected Florida high schools (9-12) approach the teaching of composition. The questions dealt with: (1) objectives of writing, (2) concepts of writing, (3) types of textbooks used, (4) supplementary materials used, (5) writing programs available, (6) successful writing programs, and (7) unsuccessful writing programs. The investigator was interested in determining if such characteristics as state expenditure in the school district, degrees held, and years of experience affect the way department heads teach composition.

In order to acquire the necessary data, the investigator used two questionnaires which were sent to 71 department heads in 71 high schools located in 19 counties selected by the stratified method. When the questionnaires were returned, they were analyzed according to mean, median, or percentages.

Findings. The investigator was able to detect a trend in the responses from the more experienced department heads who tended to be more divergent and more successful in their efforts to teach writing. Other findings include: (1) Clear communication was top priority for teaching writing; (2) The majority of the department heads reported extensive use of Warriner's *English Grammar and Composition*; (3) Audio-visuals were used widely; (4) Although writing was widely reported as an integrated part of the total language arts programs, several schools in the surveys cited specific writing programs such as creative writing, journalism, writing laboratory, composition, and college preparatory. *Successful Writing methods*. (5) Use of students' personal experiences; (6) Careful teacher evaluation; (7) Frequency of writing; (8) Pre-writing; *Unsuccessful Writing Methods*. (9) The holistic approach; (10) Increasing syntactic growth; (11) Teaching grammar.

Conclusions. Based on available data, state expenditure did not play a significant role regarding how writing is taught. Department heads with masters' degrees and more than 10 years' experience tended to be more divergent in their approaches to teaching writing than did the less experienced ones.

REMEDIAL FRESHMAN ENGLISH COMPOSITION COURSE AND PROGRAM OFFERINGS IN SELECTED FOUR-YEAR COLLEGES AND UNIVERSITIES ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Order No. DA8225124

STEWART, ETTA MATTHEW, ED D. *McNeese State University*, 1982. 186pp. Director: Dr. Don Lyons

This study examined remedial freshman composition offerings in selected colleges and universities in the eleven states within the realm of the Southern Association of Colleges and Schools. *Barron's Profiles of American Colleges and Universities* was used to obtain the names and addresses of the schools. Six questions concerning placement, content, methods, materials, and evaluation were considered. In order to answer these questions, a letter of request for information was sent to one hundred ten colleges selected by using the combined simple random and stratified random methods. The information received was charted and tabulated according to states. A descriptive analysis was made of the data, and tables were arranged to illustrate the information. For each method or approach used, one or more examples were described. A list of textbooks and sample forms used in the remedial programs were included in the appendices.

Forty-four out of the sixty responding colleges offered remedial freshman composition courses and sixteen did not. Forty-five colleges indicated that writing laboratories were available. The main placement measures were the ACT or SAT score, a diagnostic test, and a writing sample. Some schools reported the opportunity to transfer out of the original placement, mainly with the use of a writing sample.

Thirty-seven colleges indicated that credit was granted for the course but not toward the freshman composition requirements. Only two colleges gave credit for the course; one gave no credit.

The conclusions were: (1) College administrators and instructors are aware of and interested in the problem; (2) They are devising plans and programs to alleviate the problem; (3) A variety of methods and procedures are being used to meet and solve the problem; (4) There is still much work to be done concerning placement procedures, choice of textbooks and other materials, grading, and credit; (5) Building self-confidence in one's ability to write and to judge writing is a significant part of developing writing skills.

The principal recommendations were: (1) A follow-up study of the same colleges to determine if any have added, dropped, or changed in any area of the remedial program would be constructive; (2) A similar type of study that would encompass a broader area would give a more extensive view of the problem; (3) A study of the possibilities of state schools, colleges and high schools, coordinating their efforts and resources for the composition program would be of service.

IMPLICATIONS FOR TEACHING: JAMES BRITTON'S POETIC AND THE WRITERS-IN-THE-SCHOOLS Order No. DA8222281

TREMMEL, ROBERT ARNOLD, PH.D. *The University of Iowa*, 1982. 317pp. Supervisor: Associate Professor John Conner

The aim of this dissertation is to show the various ways that the teaching of writers-in-the-schools represents classroom applications for James Britton's theory of poetic writing. The general approach is to locate and explore the common ground that lies between theorist and practitioners and to try to suggest that, in this case at least, writing research and theory can have immediate implications for the classroom. This dissertation is based on three main areas of research: (1) the work of Britton and his sources, (2) the published commentaries of writers-in-the-schools and members of the Teachers & Writers Collaborative, and (3) the results of classroom observations and interviews with six active members of the Iowa Writers-in-the-Schools Program. Chapter One includes a summary of Britton's theory of discourse. Chapter Two describes the establishment and functioning of the Writers-in-the-Schools Program. Chapter Three focuses on the connection between expressive and poetic language, Chapter Four on language development, Chapter Five on audience, and Chapter Six on the composing process. Throughout there is an equal emphasis on theory and teaching practice.

COLLEGE FRESHMAN ENGLISH COMPOSITION, 1918-1972: OBJECTIVES AS STATED IN PERIODICAL LITERATURE Order No. DA8219489

WOODARD, ALICE P., ED.D. *East Texas State University*, 1982. 317pp. Adviser: William R. Ogden

Purpose of the Study. The purpose was to examine, identify, and classify stated objectives for teaching freshman English composition in the United States during the period 1918-1972, as reflected by objective statements in articles from selected professional periodicals.

Procedures. The 1918-1972 period was divided into sub-periods. Selected professional periodicals were examined for statements of objectives of college freshman English composition. Statements were catalogued into knowledge, process, attitude and interest, or cultural awareness categories. Statements were then catalogued into eighteen objective types. Results were tabulated and recorded within and across sub-periods according to frequency of occurrence, category, authorship, and year.

Findings. (1) The same four objective categories and sixteen of the eighteen types identified by Ogden (1972) and Roy (1979) were found. (2) Statements in the process category were consistently the most numerous. The least common objective category was cultural awareness. (3) The objective types ranked highest across all sub-periods were "specific topics in English composition," "processes, skills, and techniques of inquiry," "desirable habits and attitudes," and "philosophical considerations." (4) The "most important" objectives for the entire period of study were "processes, skills, and techniques of inquiry," "critical methods of thinking," "desirable habits and attitudes," "specific topics in English composition," and "major facts, principles, concepts, or fundamentals."

Conclusions. (1) There were few published statements of objectives for teaching college freshman English composition throughout the years of this study compared to studies made in other disciplines. (2) Because of the overall importance placed upon the objective type "processes, skills, and techniques of inquiry" throughout the study, it can be assumed that the primary concern for teachers of composition was upon the student learning the practical aspects of using the language. (3) There was disagreement about the primary function of college freshman English composition. Some authors felt it would be a service course emphasizing the kind of writing done in college courses. Others felt it should be an English course unique in aims, methods, and outcomes. (4) Other objectives reflected the concern by authors to inculcate knowledge, attitudes, and appreciations beyond the practicality of the process objectives.

AUDIENCE-CENTERED RHETORIC: THE PROFESSIONAL NEWSPAPER JOURNALIST AND THE FRESHMAN COMPOSITION STUDENT Order No. DA8224705

WOOTTEN, JUDITH ANN, PH.D. *Case Western Reserve University*, 1982. 227pp.

This study compares the response to audience constraints in the writing of freshman composition students and professional newspaper journalists. Students, it was found, seldom revise for a reader, while journalists usually referred to the reader as the reason for choices in diction, syntax and organization. Journalists, however, were not found to have had any formal training in writing for an audience.

Contending that traditional instruction in composition is ineffectual in regard to audience constraints, this study suggests non-traditional pedagogical methods be combined with elements from journalists' writing experience to increase students' audience awareness.

The position of audience in the history of rhetorical theory and in twenty-six current freshman composition textbooks is surveyed. Journalists and students explained reasons for changes they made as they wrote to elicit information about their recognition of audience constraints. Journalists were writing articles for publication in two daily metropolitan Cleveland newspapers; students were writing assignments for freshman composition courses at Cleveland State University. Students from both courses in the university-wide two-course requirement participated in the study. While students in the second quarter course made more changes as they wrote for more reasons, they did not improve in regard to audience awareness in comparison with first-quarter students.

The specific recommendations for improving students' awareness of audience constraints in writing include the following: (1) emphasis on the instructor-as-editor or guide rather than the instructor-as-evaluator; (2) the use of actual audiences for student writing; (3) the use of audience heuristics to analyze actual audiences; and (4) the use of word processors in the composition classroom to emphasize the collaborative nature of writing and to encourage revision.

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